

MINISTRY OF EDUCATION
SPECIAL EDUCATION UPDATE
JUNE 2011

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IMPROVING STUDENT ACHIEVEMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Progress in Achievement for Students with Special Education Needs

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| WHAT'S NEW | <ul style="list-style-type: none"> Students with special education needs have shown improvement in their academic achievement, as demonstrated by Education Quality and Accountability Office (EQAO) results for grades 3 & 6 (Reading, Writing and Mathematics). In addition, there is evidence of a steady decline in the percentage of students with special education needs being exempted from EQAO. |
| KEY FACTS | <ul style="list-style-type: none"> There has been an increase in the percentage of students with special education needs performing at or above the provincial standard, Level 3 or higher. While the percentage at Level 3 or higher varies by exceptionality, there has been an improvement in this percentage for most of the exceptionalities. While the percentage of students with special education needs performing at level 1 has varied, by grade and subject, the trend for the percentage of students with special education needs performing at Level 2 has been increasing steadily. Again, performance at the exemption level and levels 1 and 2 varies by exceptionality. |

Assessing Achievement in Alternative Areas (A4) – Draft Guidelines

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| KEY FACTS | <ul style="list-style-type: none"> In response to recommendations from the Auditor General of Ontario and to further support the Ministry of Education's core priority to improve the achievement of all students, including students with special education needs, the Special Education Policy and Programs Branch (SEPPB) developed draft provincial guidelines and funded regional projects in boards to enhance assessment processes, methods and reporting for students with special education needs who do not access the Ontario curriculum and do not participate in EQAO assessments. In 2010-11, SEPPB has been working towards finalizing the provincial guidelines and investigating knowledge mobilization strategies for sharing the guidelines and findings from the regional projects with all school boards. |
| NEXT STEPS | <ul style="list-style-type: none"> The A4 guidelines and findings from the regional projects will be made available to school boards in 2011. |

Barrier Free Education Initiatives for Deaf and Hard-of-Hearing Students

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| WHAT'S NEW | <ul style="list-style-type: none"> Information on barrier-free initiatives for Deaf and Hard of Hearing students can be found at: http://www.chs.ca/en/barrier-free-education-3.html |
| KEY FACTS | <ul style="list-style-type: none"> The Barrier Free Education Initiatives for Deaf and Hard-of-Hearing Students, led by the Canadian Hearing Society (CHS), is intended to assist school boards in identifying access and accommodation needs of Deaf and Hard-of-hearing students who use American Sign Language (ASL) and Deaf and Hard-of-hearing students who use oral language as means of communication and use assistive devices such as cochlear implants, hearing aid and fm systems. CHS will: <ul style="list-style-type: none"> Conduct building accessibility reviews and produce a report for each participating school; and Deliver professional development workshops on Communication Accessibility and Anti-Ableism/Anti-Audism Awareness Training to school board staff. |

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| | <ul style="list-style-type: none"> • Since January 2009 to March 2011: <ul style="list-style-type: none"> ○ 64 building accessibility reviews have been completed and 16 additional reviews are arranged to take place by June 2011. ○ 52 different school boards participated in workshops held in Barrie, Sudbury, Belleville, Ottawa, London, Milton, Bradford and Toronto. |
| FUNDING | <ul style="list-style-type: none"> • CHS has been provided \$2M for this project. |
| NEXT STEPS | <ul style="list-style-type: none"> • Schedule of accessibility reviews and professional development workshops for the 2011-12 school year will be available at the CHS website in late summer 2011. |
| <i>Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12</i> | |
| WHAT'S NEW | <ul style="list-style-type: none"> • This resource document was released in August 2010. |
| NEXT STEPS | <ul style="list-style-type: none"> • The Special Education Policy and Programs Branch continues to work with leadership networks on the use of this resource. |
| <i>Draft Learning For All K-12 (L4A K-12)</i> | |
| WHAT'S NEW | <p>In 2010-11, the Ministry continues to provide school boards with funds to:</p> <ul style="list-style-type: none"> • Continue supporting the use of draft L4All, K -12 as an integrating framework for assessment and instruction in boards, schools and classrooms; • Continue supporting regional leadership networks and extend the Learning for All K-12 Provincial Network Team (PNT) to 18 lead school boards; • Support the alignment of various Ministry initiatives (e.g., JK – Grade 1 Assessment and Intervention Strategies, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Board Improvement Plan for Student Achievement & K-12 School Effective Framework, Full Day Early Learning Kindergarten Program); • Support school boards in developing resources; and • Sustain and facilitate knowledge dissemination through professional learning communities (PLCs). |
| KEY FACTS | <ul style="list-style-type: none"> • SEPPB is leading the development of the draft resource guide <i>Learning for All, K-12</i> which builds on the guiding principles outlined in <i>Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6</i> (2005). • L4All, K -12 is an integrated framework for assessment and instruction that supports the learning of all students. • The draft resource guide is designed to share information with educators about research-informed educational approaches that have proven to be effective in supporting the learning of all students from Kindergarten to Grade 12. • These approaches include Universal Design for Learning, Differentiated Instruction and the Tiered Approach. • The draft resource guide also presents sample planning tools including class and student profiles. |
| FUNDING | <ul style="list-style-type: none"> • In 2010-11 approximately \$700,000 has been distributed to school boards. All school boards received \$5,000 each to continue participation in their regional PLCs. In addition, all six regional and the French Language School Boards lead teams have received \$57,715 to support regional collaboration in developing a sharable product/resource and coordinating regional PLCs. |

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| NEXT STEPS | <ul style="list-style-type: none"> • A revised draft <i>L4All, K-12</i> is scheduled to be posted electronically on the Ministry website in fall 2011. |
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Draft Guidelines for Programs and Services for Students who are Deaf or Hard of Hearing (K-12), Draft Guidelines for Programs and Services for Students Who Are Blind or Have Low Vision (K-12)

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| KEY FACTS | <ul style="list-style-type: none"> • The Guidelines for Programs and Services for Students Who are Deaf and Hard of Hearing and Guidelines for Programs and Services for Students who are Blind or have Low Vision are resources for district school boards to use when providing programs and services for students in with these exceptionalities. |
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| NEXT STEPS | <ul style="list-style-type: none"> • Electronic release of the Guidelines is targeted for July 2011. • The Special Education Policy and Programs Branch will work with leadership networks and other stakeholders during the rollout of the guidelines. |
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Supporting Students with Learning Disabilities

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| KEY FACTS | <ul style="list-style-type: none"> • Provincial data from 2008/09 confirms that approximately 43.3% of exceptional students have a learning disability (LD). This is the largest exceptionality group of the twelve exceptionalities. • The Ministry's PPM 8 on Learning Disabilities was issued in 1982 and has not been revised. It includes the Ministry definition of learning disability, describes a process for the identification of LD, and provides direction on programming for students with LD • To support school boards, schools and parents in the area of learning disabilities, the Guidelines for Programs and Services for Students with LD along with a repository of resources will be developed for release in 2012. • The ministry will be partnering with the Learning Disabilities Association of Ontario (LDAO). |
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| NEXT STEPS | <p>The Learning Disabilities Working Group that will inform development of the Guidelines and the repository will be established in 2011. The Working Group will include stakeholders, educators, parents and academics with expertise in LD. It will:</p> <ul style="list-style-type: none"> • support preparation of guidelines for school boards on learning disabilities; • identify resources that have proved to be effective in supporting the achievement of students with learning disabilities; and • review and assess relevance and currency of PPM 8 on learning disabilities and provide recommendations to the ministry. |
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Full –Day Kindergarten Program (FDK)

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| WHAT'S NEW | <ul style="list-style-type: none"> • Program Evaluation is embedded in FDK during the first two years of FDK implementation (2010-11 and 2011-12). The Social Program Evaluation Group at Queen's University is providing leadership to the evaluation. |
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| KEY FACTS | <ul style="list-style-type: none"> • More than 35,000 four- and five year olds, representing approximately 15% of the total kindergarten population, were enrolled in Year 1 of FDK. • Approximately 50, 000 four- and five- year olds, representing approximately 20% of the total kindergarten population will be enrolled for Year 2 (2011-12) of FDK. • The program will be fully implemented by September 2014. |
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| FUNDING | <ul style="list-style-type: none"> • We have committed \$200 million in 2010/2011 and \$300 million for 2011/2012 for full-day kindergarten. To date, the government has allocated over \$450 million in |
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| | capital funding to support the implementation of the first three years of full-day kindergarten. |
| NEXT STEPS | <ul style="list-style-type: none"> The FDK Special Needs / Special Education Needs Services Reference Group last met in March 2011 to identify and share effective practices and provide specific advice to the Ministry in the implementation of FDK. |
| Individual Education Plan (IEP) Initiatives | |
| WHAT'S NEW | <ul style="list-style-type: none"> As part of the planned <i>Special Education in Ontario, K-12</i>, there will be revisions of the Individual Education Plan (IEP), A Resource Guide (2004) and <i>Individual Education Plan: Standards for Development, Program Planning, and Implementation (2000)</i>. <i>Special Education in Ontario, K-12</i> is targeted for release in 2011. |
| KEY FACTS | <ul style="list-style-type: none"> The Special Education Policy and Programs Branch (SEPPB) has now posted 50 IEP samples on the Council of Ontario Directors of Education (CODE) website (http://www.ontariodirectors.ca/IEP-PEI/index.html). The samples are written using the provincial electronic IEP template. The website contains IEP samples that represent all of the Ministry exceptionality categories/definitions, as well as samples for non-identified students, at both elementary and secondary levels. There is a feedback loop on the website that asks users to share the usefulness of the samples and their comments/questions. SEPPB has provided all school boards with an electronic template for the development of effective IEPs. The template has also been shared with Faculties of Education, parents, advocacy groups and others on request. Professional Activity Day resources to support IEPs are available on the CODE website which may be found at: http://www.ontariodirectors.ca/PA_Day/index_en.html |
| JK – Grade 1 Assessment and Intervention Strategies Project 2009-2010 | |
| WHAT'S NEW | <ul style="list-style-type: none"> The JK-Grade 1 Assessment and Intervention Strategies Project is now complete. Findings from the project along with board developed tools and resources can be found on the Council for Directors of Education (CODE) website at www.ontariodirectors.ca. |
| KEY FACTS | <ul style="list-style-type: none"> The JK – Grade 1 Assessment and Intervention Strategies Project from 2009-2010 was built upon what was learned from the <i>Education for All K-6</i> Council of Ontario Directors of Education (CODE) projects from 2005 -2008. The goals of the project were to: <ul style="list-style-type: none"> Support implementation of effective evidence-informed assessment and intervention strategies for all students in JK – Grade 1; Identify existing effective evidence-informed assessment and intervention strategies for students in JK – Grade 1; Share through leadership networks effective evidence-informed assessment and intervention strategies for students in JK – Grade 1; Build teacher/school board capacity to implement effective evidence-informed assessment and intervention strategies for students in JK – Grade 1; and Develop a monitoring tool to support boards in implementing effective evidence-informed assessment and intervention strategies for students in JK – Grade 1. |

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| | <ul style="list-style-type: none"> • An Advisory Committee comprised of CODE leadership, staff from SEPPB, the Early Learning Initiative, the Literacy and Numeracy Branch, the Curriculum & Assessment Policy Branch and the Parent Engagement Office ensured that the work in this project was aligned with the field. Seven school boards lead the regional implementation of this project over the 2009 -10 school year. • The final evaluation report along with board developed tools and resources are available on the CODE website (www.ontariodirectors.ca). |
| NEXT STEPS | <ul style="list-style-type: none"> • The seven JK-Grade 1 lead boards were invited to join the 2009-2010 <i>Learning for All, Kindergarten – Grade 12</i> lead boards for the 2010-2011 school year to: <ul style="list-style-type: none"> ○ Continue supporting the use of draft <i>Learning for All K-12</i> as an integrated framework for assessment and instruction in boards, schools and classrooms; ○ Continue supporting regional leadership networks and extend the Learning for All K-12 Provincial Network Team (PNT) to 18 school boards; ○ Support the alignment of various ministry initiatives (e.g., JK – Grade 1 Assessment and Intervention Strategies, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Board Improvement Planning for Student Achievement and School Effectiveness Framework, Full Day Early Learning Kindergarten Program); ○ Support school boards in developing resources; and ○ Sustain and facilitate knowledge dissemination through professional learning communities (PLCs). |

Supporting Oral Language Development, Kindergarten to Grade 3

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| WHAT'S NEW | <ul style="list-style-type: none"> • The Special Education Policy and Programs Branch is in the process of developing <i>Supporting Oral Language Development, Kindergarten to Grade 3</i>. This user-friendly booklet will become a resource where all related Ministry initiatives that support oral language development K-3 can be found. |
| KEY FACTS | <ul style="list-style-type: none"> • The Ministry is developing a booklet that: <ul style="list-style-type: none"> ○ provides a description of the theoretical framework of oral language foundations that supports K-3 classroom teachers in the development of oral language skills and in early identification of students with oral language difficulties; and ○ reflects the framework and processes outlined in draft <i>L4All, K -12</i> including references and/or links to current Ministry resources. |
| NEXT STEPS | <ul style="list-style-type: none"> • The resource document is scheduled for release by Fall 2011. |

Policy and Program Memorandum (PPM) on Transitions

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| WHAT'S NEW | <ul style="list-style-type: none"> • The Special Education Policy and Programs Branch is drafting a PPM on the planning of effective transitions for students with special education needs, building on input provided through consultation sessions with MACSE, the Minister's Principals Reference Group, and a selection of Supervisory Officers responsible for Special Education. • The purpose of the PPM is to provide direction to school boards regarding the development of student transition plans for all students with special education needs in Kindergarten to Grade 12. |
| KEY FACTS | <ul style="list-style-type: none"> • This PPM will help students move seamlessly through the educational system with regard to their individual transition needs, which will include transitions from school |

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| | <p>to school, elementary to secondary schools and from secondary schools to work or other pathways.</p> <ul style="list-style-type: none"> • The PPM responds to a key recommendation from the 2008 Auditor General of Ontario's report on Special Education which cited transition planning as a key area of interest. • The purpose of the PPM is to provide direction to school boards regarding the development of student transition plans for all students with special education needs in Kindergarten to Grade 12. • The ministry recognizes that there is a wide range of strategies, tools, and resources currently in place to provide effective transition planning for all students. The ministry encourages school boards and schools to continue to utilize these resources to support transitions for all students. |
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| NEXT STEPS | <ul style="list-style-type: none"> • Targeting release of this PPM in summer 2011. • The requirements set out in the PPM on transitions are expected to take effect in fall 2012. |
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Special Education in Ontario, K-12 (Working Title)

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| WHAT'S NEW | <ul style="list-style-type: none"> • The Special Education Policy and Programs Branch is developing a comprehensive and integrated guide entitled <i>Special Education in Ontario, Kindergarten to Grade 12</i> (working title). |
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| KEY FACTS | <ul style="list-style-type: none"> • The Guide for educators consolidates information currently found in <i>Standards for School Board's Special Education Plan (2000)</i>; <i>Individual Education Plans: Standards for Development, Program Planning and Implementation (2000)</i>; <i>Transition Planning: A Resource Guide (2002)</i>; <i>Special Education: A Guide for Educators (2001)</i>; and <i>Individual Education Plan (IEP): A Resource Guide (2004)</i>. The guide will also clarify current special education regulations and policy. |
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| NEXT STEPS | <ul style="list-style-type: none"> • The guide is currently targeted for electronic release in fall 2011. |
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Supporting English Language Learners with Special Education Needs: A practical guide for Ontario Educators Kindergarten to Grade 12

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| WHAT'S NEW | <ul style="list-style-type: none"> • A Knowledge Exchange/Think Tank session focussing on supporting English Language Learners (ELL) with special education needs was hosted by the Ministry in early April 2011. • Representatives of instructional leaders and principals from school boards and representatives from the Curriculum and Assessment Policy Branch (CAPB) and the Literacy and Numeracy Branch (LNS), and the Special Education Policy and Programs Branch (SEPPB) participated in the session to identify effective practices and a framework for the resource. |
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| KEY FACTS | <ul style="list-style-type: none"> • SEPPB, in collaboration with CAPB and LNS, is developing a resource guide to support classroom teachers, ELL/ESL teachers and special education teachers. <i>Canadian Council on Learning (CCL)</i> has completed a comprehensive literature review to support the development of this resource document. In addition, SEPPB has completed a review of the current school board protocols and Council for Directors of Education (CODE) research projects to inform development of this resource guide. |
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Board Improvement Planning for Student Achievement (BIPSA)

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| WHAT'S NEW | <ul style="list-style-type: none"> • For 2010-11, programs and services for students with special education needs are |
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| | <p>integrated into the BIPSA process. This allowed the Ministry to:</p> <ul style="list-style-type: none"> ○ Monitor the board improvement planning processes to ensure that data and evidence are collected and used for the planning of improved achievement for students with special education needs and to share promising practices. ○ Identify areas where more targeted support may be required. ○ Gather information and respond to stakeholder recommendations and concerns. |
| KEY FACTS | <ul style="list-style-type: none"> • Board improvement planning processes establish a greater focus on and accountability for student achievement as school boards are required to identify targeted goals and strategies focused on improving the achievement of all students, including those with special education needs. • The Special Education Policy and Programs Branch continues to work with the Student Achievement Division to ensure that processes and resources used by school boards to support the development, implementation and monitoring of the BIPSA process includes students with special education needs. |
| NEXT STEPS | <ul style="list-style-type: none"> • In 2011-12 Ministry teams will continue to meet with school boards to support them through the BIPSA process. In addition, every Ministry team will include a special education representative. |

Mental Health and Addictions Strategy

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| WHAT'S NEW | <ul style="list-style-type: none"> • The government announced in the 2011 Budget an investment in a comprehensive 10 Year Mental Health and Addictions Strategy, starting with a 3 year strategy focussed on children and youth. |
| KEY FACTS | <ul style="list-style-type: none"> • The Minister of Health and Long-term Care established an advisory group in October 2008 to help develop the 10-Year Mental Health and Addictions Strategy. • In July 2009, the Ministry of Health and Long-term Care (MOHLTC) released <i>Every Door is the Right Door</i>, a draft consultation paper developed by the Minister's Advisory Group on Mental Health and Addictions. <i>Every Door</i> sets out a framework for the proposed strategy, which was introduced at a Summit on Mental Health and Addictions. • An all-party committee was formed by the Ontario Legislature in February 2009 to help develop ways to improve access to mental health and addictions services. The Select Committee engaged in consultations across the province. • A final report was released in August 2010. The final report provided a series of recommendations that contributed to the development of the province's mental health and addictions strategy. |
| FUNDING | <ul style="list-style-type: none"> • The announced investment for the 3 year Child and Youth Mental Health Strategy will grow to \$93 million per year by 2013-14. |
| NEXT STEPS | <ul style="list-style-type: none"> • The strategy will start with children and youth to: <ul style="list-style-type: none"> ○ Focus on strengthening services for children and youth; ○ Create a more integrated and responsive system; ○ Build awareness and capacity within the education system to support students and families • There will be additional announcements over the next several months on initiatives to support these objectives. |

PPM 151: Dedicated Professional Activity Days

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| WHAT'S NEW | <ul style="list-style-type: none"> • The Ministry continues to support district school boards in their implementation of |
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| | <p>dedicated professional activity days for the purpose of supporting students with special education needs by closing the gap and improving student achievement. Resources which have been developed by district school boards and the Ministry are available on the Council for Directors of Education (CODE) website, found at www.ontariodirectors.ca Resources are available to support students with special education needs in the following areas</p> <ul style="list-style-type: none"> ○ <i>Learning For All, K-12</i> ○ <i>Planning Entry to School</i> ○ <i>Effective Practices for Students with Autism Spectrum Disorder</i> ○ <i>Shared Solutions</i> ○ <i>Individual Education Plans</i> ○ <i>Caring and Safe Schools</i> <ul style="list-style-type: none"> ● School boards will continue to have the opportunity to submit board developed resources to support professional development days through the feedback mechanism on the CODE website. |
| Response to the Reference Group on Autism Spectrum Disorders (ASD) | |
| WHAT'S NEW | <ul style="list-style-type: none"> ● The Ministry of Children and Youth Services (MCYS) is expanding community-based ABA services and supports to build on and improve the continuum of supports for children with ASD. ● MCYS has made an additional \$25 million annual investment that will help more children with ASD, including those not at the severe end of the spectrum. New ABA-based services funded by MCYS will help them develop communication, social and daily living skills and manage better in school. |
| KEY FACTS | <ul style="list-style-type: none"> ● The Government has taken action in response to the majority of the Reference Group's recommendations. ● All school boards and MCYS funded Autism Intervention Program (AIP) providers are implementing <i>Connections for Students</i> model across the province: <ul style="list-style-type: none"> ○ The <i>Connections for Students</i> model is centred on multi-disciplinary, student-specific, school-based transition teams that are established approximately six months before a child prepares to transition from intensive behavioural intervention (IBI) services provided through the MCYS funded AIP to applied behaviour analysis (ABA) instructional methods in school, and continue for six months after entry or continuing in school. ○ To support school board and AIP partnerships in implementation of the model, the Ministries of Education and Children and Youth Services conducted evaluation of system-wide model implementation. ○ As of December 31, 2010, 878 children and youth had been served province-wide. ● In 2007, the Ministry of Education released PPM 140. School boards have been directed through this PPM to use ABA methods with students with ASD, in accordance with students' individual education plans. As required by PPM 140, the Ministry has developed and implemented an annual process to monitor implementation of PPM 140 by school boards. |
| FUNDING | <ul style="list-style-type: none"> ● Since summer 2006, almost \$29M was allocated for training, and to date more than 14,000 educators have been trained and prepared to support ABA in publicly funded schools. |

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| | <ul style="list-style-type: none"> • Beginning in 2008-09 all school boards received new funding to hire additional board level ABA expertise professionals to support principals, teachers, and multi-disciplinary transition teams by providing and coordinating ASD training and resources, and facilitating collaboration between service providers and schools. Funding allowing school boards to hire additional board level ABA expertise professionals has been transferred into the Grants for Student Needs (GSN) as the Behaviour Expertise Amount (BEA) beginning in 2010-11. The total 2011-12 BEA amount has increased to \$11.3M. • In 2010/11, \$4M was allocated to school boards to further ABA training. • In 2011/12, \$1M was allocated to Geneva Centre for Autism to cover the cost of registration and materials for educators to participate in Geneva Centre for Autism's 27th Annual Autism Summer Training Institute on August 22-25, 2011. The overarching theme of the 27th Summer Institute is how to use Positive Behaviour Support (PBS) principles and practices in a school setting. |
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Special Education Advisory Committees (SEACs) Capacity Building Projects

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| WHAT'S NEW | <ul style="list-style-type: none"> • The Ministry continues to respond to the Minister's Advisory Council on Special Education's (MACSE) recommendations to build the capacity of SEACs. A letter and survey were sent to SEAC chairs in September 2010 welcoming them back to the 2010-2011 school year and updating them on the work that the Ministry has taken to respond to the recommendations. • SEACs were asked to complete a survey asking for their assistance in the following areas: <ul style="list-style-type: none"> ○ Effective SEAC Practices; ○ Orientation; ○ Resources/Materials; ○ Public Engagement; and ○ SEAC learning website. • Updates have been made to the SEAC Learning website and one suggestion of an effective practice would be for SEACs to regularly review the website during their meetings as updates are being made. • Training modules will be available on the website for SEACs to use regarding Special Education Reports, Board Improvement Planning and School Effectiveness Framework. The Ministry continues to ask SEACs to review the SEAC Learning website and provide feedback to inform any changes to it. |
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| KEY FACTS | <ul style="list-style-type: none"> • In Fall 2009, MACSE made recommendations to the Ministry of Education on Building Capacity of SEAC. MACSE proposed that the Ministry of Education could enhance the capacity of school boards to support SEAC member by: <ul style="list-style-type: none"> ○ Improving communication processes so that all SEACs have access to up to date information; ○ Developing resources that all SEACs can access for training; and ○ Developing a mechanism for the sharing of effective practices. • March 2010 memo from the Ministry indicated a commitment to ensuring that SEACs are provided with the appropriate information and resources to continue to provide assistance to school boards in support of children with special education needs. |
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| NEXT STEPS | <ul style="list-style-type: none"> • Share results with SEACs • Analyze data to inform next steps: |
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- SEAC website
- Investigate options to collect and share effective practices

VOICE Ontario School Board Training and Mentorship Program

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| <i>WHAT'S NEW</i> | <ul style="list-style-type: none"> • Training is now complete in the four pilot boards and VOICE is currently carrying out training in nine other boards. |
| <i>KEY FACTS</i> | <ul style="list-style-type: none"> • The objective of the VOICE Ontario School Board Training and Mentorship Program is to increase the capacity of qualified professionals and broaden the understanding of decision-makers in Ontario school boards to meet the needs of oral Deaf and hard of hearing students who use oral language as method of communication and use assistive devices such as cochlear implants, hearing aids, FM systems and other technology. • The mentorship program will provide professional learning opportunities for teachers, administrators and support staff to ensure that students with hearing loss who have learned to communicate through spoken language will have access to appropriate expertise that will help to ensure that their ongoing language, literacy and learning needs are met. The mentorship program will also increase school board capacity to offer the option of auditory-verbal intervention to Deaf and Hard-of-hearing students within their board. |
| <i>FUNDING</i> | <ul style="list-style-type: none"> • Voice for Hearing Impaired Children was provided \$2M for this project. |
| <i>NEXT STEPS</i> | <ul style="list-style-type: none"> • Training and professional development workshops will continue through fall 2011 and winter 2012. |

Web Based Teaching Tool (WBTT)

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| <i>WHAT'S NEW</i> | <ul style="list-style-type: none"> • Learning Disabilities Association of Ontario (LDAO) is now offering WBTT to the First Nations Communities. The First Nations schools will benefit from WBTT's early screening and intervention tool in identifying their students' level of development, learning abilities and educational needs. The tool will assist in screening, identifying intervention strategies and developing educational programs that are designed to accommodate their learning needs. • LDAO has recently launched WBTT on Facebook in both English and French languages to share inspirational articles, links and quotes related to early learning, screening and interventions. LDAO will also post information about relevant upcoming events or other news that may be of interest to educators, parents, researchers, and those who are interested in education. • WBTT on Facebook can be accessed through: Follow us on Facebook! or from LDAO's website: www.WBTT.ca. |
| <i>KEY FACTS</i> | <ul style="list-style-type: none"> • WBTT is administered by the LDAO. WBTT provides teachers with early screening tools and intervention strategies to help students in JK through Grade 2. • Since the beginning of the WBTT pilot project in 1999, LDAO reported that WBTT has been used in 1,512 schools, by approximately 8,500 teachers, principals and board contacts with nearly 150,000 students screened. Currently, WBTT is used in 29 English language boards and 11 French language boards. |
| <i>FUNDING</i> | <ul style="list-style-type: none"> • LDAO received \$1.3M for 2010-11 school year. |
| <i>NEXT STEPS</i> | <ul style="list-style-type: none"> • LDAO will work together with school boards to initiate a program evaluation in order to assess the impact and effect of the WBTT program. |

| School Health Supports (SHSS) | |
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| WHAT'S NEW | <ul style="list-style-type: none"> • Deloitte and Touche LLP conducted a review of school health support services (SHSS) on behalf of government. The report was posted on the MOHLTC public website on January 26, 2011 and is available in English and French. • In addition to the report, an electronic survey in English and French was posted for interested stakeholders to provide feedback on the report's recommendations. The survey was open for 60 days, and closed on March 27, 2011. The report remains available on the website post-survey. |
| KEY FACTS | <ul style="list-style-type: none"> • The review of SHSS was undertaken by the Ministry of Health and Long-Term Care (MOHLTC) in partnership with the Ministry of Education (EDU) and the Ministry of Children and Youth Services (MCYS) to understand how well the services of the SHSS program are being delivered, and to identify opportunities for program improvement at the provincial level. |
| NEXT STEPS | <ul style="list-style-type: none"> • MOHLTC, MCYS and EDU are working together to review the report, feedback received from the survey and other submissions, issues, and consider options for moving forward. |
| Student Support Leadership Initiative (SSLI) | |
| WHAT'S NEW | <ul style="list-style-type: none"> • The Student Support Leadership Initiative (SSLI) is a collaborative initiative of the Ministry of Education (EDU), the Ministry of Children and Youth Services (MCYS) and the Ministry of Health and Long-Term Care (MOHLTC). In 2011-12, we will see the addition of the Ministry of Municipal Affairs and Housing. • Last year, the SSLI Clusters successfully deepened partnerships to include appropriate health sector partners (e.g. hospitals that offer child and youth services, Family Health teams, Community Health Centre, addictions service providers), as well as invited representation from Section 23 programs. • Clusters continued to develop their joint referral processes with schools, school boards, child and youth mental health agencies. |
| KEY FACTS | <ul style="list-style-type: none"> • Launched in February 2008, the initiative involves 29 geographic Clusters across Ontario and is an integral part of Ontario's Safe Schools Strategy as well as being aligned with the Policy Framework for Child and Youth Mental Health. • The goals of SSLI are to improve the understanding of each Cluster member's services, improve joint decision-making processes and improve pathways to services and supports for students and their families. To achieve these goals, partnerships have been built and enhanced between school boards, community agencies, health partners and beginning this year, municipal partners. |
| FUNDING | <ul style="list-style-type: none"> • SSLI was supported by an initial investment of \$9M over three years beginning in 2007-08 and has been extended for an additional three years until 2012-13 and a further \$9M investment. The funding supports collaborative planning and coordination of services, but not the provision of direct services. |
| NEXT STEPS | <ul style="list-style-type: none"> • This year, Clusters are focussing their work on the prevention of inappropriate and unsafe behaviours that may lead to suspension or expulsion and on the promotion of well-being of students. Clusters will be asked to invite municipal service representatives such as Public Health and Parks and Recreation, so that protective factors for students are enhanced in school and community environments. • The SSLI will continue to empower system leaders and build on past successes. |

FUNDING FOR SPECIAL EDUCATION

Special Education Funding Overview

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| WHAT'S NEW | <ul style="list-style-type: none"> The Special Education Grant (SEG) is projected to be almost \$2.52 billion in 2011–12, an increase of \$196.4 million over 2010–11 and is an increase of \$893.3 million or 55 percent since 2002–03. The government made a commitment to increase special education funding by 8% during this term, and it has exceeded its commitment. |
| KEY FACTS | <ul style="list-style-type: none"> As work continues on the evolution of the SEG, the 2011/12 total increase of \$196.4M will: <ul style="list-style-type: none"> provide more support for Education Assistants, as per Provincial Discussion Table (PDT) agreements, through the Special Education Per Pupil Amount (SEPPA), continue to support the Measures of Variability (MOV) amount and the Special Education Statistical Prediction Model Component, as part of the HNA allocation to better reflect the variability of high needs students and boards' ability to respond to these needs, so that HNA can be revised without relying on a claims-based process, support a funding increase of approximately 2 percent to the Special Equipment Amount (SEA) Per-Pupil Amount total, and continue support for SEA claims-based applications, continue to support the Special Incidence Portion (SIP) claim-based applications, continue to support education programs for school-aged children and youth in Government-approved care and/or treatment, custody, and correctional facilities, and continue to support the Behaviour Expertise Amount (BEA). The Ministry has invested approximately \$56 million since 2006, through targeted funding outside the Grants for Student Needs (GSN), to build capacity and improve the learning environment for students with Autism Spectrum Disorders (ASD). |

Evolution of Special Education Funding for 2011-12

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| WHAT'S NEW | <ul style="list-style-type: none"> The Ministry continues to implement the recommendations of the Working Table on Special Education by reviewing and refining the components of the grant and consulting with stakeholders to ensure that the evolution of the funding approach supports students with special education needs, improves student outcomes, and places less emphasis on the identification process for students with high needs. |
| NEXT STEPS | <ul style="list-style-type: none"> In the Spring of 2011, the Ministry will initiate a review for the purpose of examining reasons for the variation in board reporting of students with special education needs. Among other things, this review will look into reporting practices and will examine SEA claims-based applications to ensure compliance with SEA guidelines, and to engage in a discussion with school boards regarding the SEA Per-Pupil Amount. |

ADVICE ON SPECIAL EDUCATION

Minister's Advisory Council on Special Education (MACSE)

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| WHAT'S NEW | <ul style="list-style-type: none">• Four new members have been added to Council: Dawn Clelland representing blind and low vision, Kim Pearson representing physical disabilities, Catherine Luetke representing deaf and hard of hearing and Cheryl Lovell representing Trustees. |
| KEY FACTS | <ul style="list-style-type: none">• For the 2011-12 fiscal year, MACSE has identified mental health and transitions as key priorities. Working groups have been established and will continue to meet throughout the fiscal year. |
| NEXT STEPS | <ul style="list-style-type: none">• MACSE's next meetings are:<ul style="list-style-type: none">○ October 12 & 13, 2011○ February 8 & 9, 2012 (tentative - 1.5 days)○ June 6 & 7, 2012 (tentative) |

UPDATES FROM OTHER MINISTRIES

Ministry of Community and Social Services

| Project Description | Status Update / Timing | Linkages to Special Education |
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| <p><u>Integrated Accessibility Regulation (IAR)</u></p> <ul style="list-style-type: none"> • On May 31, 2010, the Minister of Community and Social Services announced that the government is proceeding with the development of an Integrated Accessibility Regulation (IAR) under the Accessibility for Ontarians with Disabilities Act • The proposed IAR would streamline, align and phase-in accessibility standards for: <ul style="list-style-type: none"> ○ Information and Communications; ○ Employment; and ○ Transportation. | <ul style="list-style-type: none"> • A summary of the proposed IAR was posted for public review on the Regulatory Registry from September 2, 2010, to October 16, 2010. • The proposed IAR was also posted on the Ministry of Community and Social Services' website for an additional 45 day public review period, from February 1 to March 18, 2011. • The government is currently considering all comments received as it finalizes the IAR. • The IAR is anticipated to come into effect July 1, 2011. • Requirements would be phased-in between 2011 and 2025 to allow organizations to incorporate accessibility into regular business practices. • Government will support organizations by offering resources and tools to help understand and meet accessibility requirements. | <ul style="list-style-type: none"> • Under the Information and Communications Standard of the IAR, there are proposed requirements specifically for public and private elementary and secondary institutions, including: <ul style="list-style-type: none"> ○ Providing accessible resources or materials, including student records and information about program requirements, to students once notification of need is given ○ Providing educators accessibility awareness training related to accessible program delivery and instruction ○ Producers of education materials will be required to provide the institutions with accessible or conversion ready versions, upon request ○ Libraries of these institutions will also be required to provide accessible resources or materials, upon request • Students are being increasingly accommodated in the education through the use of individual education plans. <ul style="list-style-type: none"> ○ As a result of AODA accessibility standards, students will be accommodated as they transition from the education system into higher education and the labour market |

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| <ul style="list-style-type: none"> • Passport <ul style="list-style-type: none"> ○ The Passport program helps adults with a developmental disability find more ways to participate in their community as they leave school. | <ul style="list-style-type: none"> • In April 2011, additional details of the 2011 Ontario Budget were announced. The government is investing another \$40M for developmental services that will include \$15M to support people who are living at home through Passport and Special Services at Home. • Since 2005, the Passport program has supported approximately 2,500 adults with a developmental disability to make the transition from school to community life. | <ul style="list-style-type: none"> • Passport has three components. <ul style="list-style-type: none"> • The first is funding for community participation supports for individuals with a developmental disability when they have left school. Recipients can choose to receive their funding directly so they can purchase their own supports, get supports and services through an agency, or a combination of the two. • The second is mentoring which is an in-school component to introduce students between the ages of 14 and 21 to post-school experiences and options. • The third is planning in which individuals and families are to work in partnership with educators and local agencies designated by MCSS's regional offices to assist in supporting the development of individual transition plans as identified under Regulation 181/98 of the <i>Education Act</i>. |
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Ministry of Children and Youth Services

| Project Description | Status Update / Timing | Linkages to Special Education |
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| <ul style="list-style-type: none"> The Ministry of Health and Long-Term Care (MOHLTC) is working in partnership with the Ministries of Children and Youth Services (MCYS) and Education (EDU) on a review of School Health Support Services (SHSS). | <ul style="list-style-type: none"> Please see MOHLTC update. | |
| <ul style="list-style-type: none"> On December 14, 2010 the Minister of Children and Youth Services announced the government's plan to help more kids with autism. An additional \$25 million annual investment in Applied Behaviour Analysis (ABA) will help more children and youth with Autism Spectrum Disorders (ASD). As part of its plan to help more kids with autism, Ontario is also: <ul style="list-style-type: none"> investing in leading edge research and providing additional supports to parents; providing ongoing funding to help children and youth with ASD attend March Break programs, summer camps and other respite programs; establishing a committee of | <p>New Applied Behaviour Analysis (ABA) Services</p> <ul style="list-style-type: none"> Ontario is broadening the range of supports to children and youth with ASD and their families. Approximately 8,000 kids with ASD will benefit annually from new ABA-based services to be available in communities across Ontario starting in late spring 2011. These services will help children and youth with ASD become more independent, develop communication, social and daily living skills and manage better in school. The deadline for applications from service providers to deliver ABA-based services and supports has passed and the ministry is no longer accepting applications. Submissions are being evaluated and successful candidates will be notified once the selection | <p>Improved school-based supports</p> <ul style="list-style-type: none"> These supports complement and build upon the ABA-based instruction children with ASD receive in school as required under PPM 140. MCYS continues to support the School Support Program. More than 185 autism consultants work with educators in publicly-funded elementary and secondary schools across the province as part of Ontario's School Support Program. These consultants help teachers and staff apply the principles of ABA to better understand and respond to the learning and social needs of children and youth with autism. The ministries of Education and Children and Youth Services continue to work together to improve outcomes for children with ASD and to identify opportunities to further support them in school. For example, across Ontario, |

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| <p>experts in autism spectrum disorders to provide advice to the Ministry of Children and Youth Services on emerging research and best clinical practices; and</p> <ul style="list-style-type: none"> o establishing an independent review process for families who are not satisfied with a decision related to their child's eligibility, or to their discharge from Intensive Behavioural Intervention services. | <p>process is complete.</p> | <p>all 72 publicly-funded school boards now have Connections for Students teams in place to help kids leaving IBI therapy through the Autism Intervention Program and transitioning to school.</p> |
| <p><i>The 10-Year Mental Health and Addictions Strategy</i> In the 2011 Budget, the government committed to investing in a comprehensive Mental Health and Addictions Strategy, starting with children and youth. The Strategy will focus on strengthening services for children and youth, creating a more integrated and responsive system, and building awareness and capacity within the education system to support students and their families.</p> <p>By 2013-14, funding to support the <i>Strategy</i> will grow to \$93 million per year.</p> | <p>The development of the <i>Strategy</i> is expected to continue over the next few months.</p> | <p>The <i>Strategy</i> is aligned with <i>A Shared Responsibility, Ontario's Policy Framework for Child and Youth Mental Health</i> (2006).</p> |
| <p><i>The Student Support Leadership Initiative (SSLI)</i> started as a joint initiative</p> | <p><i>SSLI</i> was supported by an initial investment of \$9M over three years beginning in 2007-08 and</p> | <p>The initiative is driven by Ontario's Safe Schools Strategy and <i>A Shared Responsibility: Ontario's</i></p> |

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| <p>of EDU and MCYS in 2007-08 (phase one). Phase two commenced in 2010-11, and deepened partnerships at a local level to include the MOHLTC. Phase two extends for a further three year period.</p> <p>The goal of the <i>SSLI</i> is to foster leadership and promote partnerships between school boards, community agencies and health partners in order to improve outcomes for students at risk through collaborative planning, coordination and referrals.</p> | <p>was extended for an additional three years until 2012-13 and a further \$9M investment. The funding supports collaborative planning and coordination of services, but not the provision of direct services.</p> <p>Planning processes for phase two, year two are underway and are expected to be completed in Summer 2011.</p> | <p><i>Policy Framework for Child and Youth Mental Health 2006</i>), and is targeted to all school-aged children and youth, including those with special educational needs.</p> |
| <p>MCYS is working with EDU and MOHLTC on implementing <i>Working Together for Kids' Mental Health (Working Together)</i>. This work is intended to improve the ability of professionals across sectors to identify and respond to indicators of potential mental health needs in children and youth.</p> <p><i>Working Together</i> involves the use of common identification and needs assessment tools.</p> | <p><i>Working Together</i> is now underway in several schools in each of four communities (Sudbury, Belleville, Haliburton and Niagara) and is intended to continue to March 31, 2012.</p> | <p><i>Working Together</i> is driven by <i>A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health (2006)</i> and informed by Ontario's Safe Schools Strategy.</p> |
| <p>Aboriginal Fetal Alcohol Spectrum Disorder/Child Nutrition Program (AFASD/CNP) is delivered through 20 Aboriginal organizations in 180 Aboriginal communities across Ontario. The FASD/CNP combines health lifestyle and nutrition-based activities with FASD prevention education and family support</p> | <p>MCYS has renewed \$4.4M a year in funding to support the AFASD/CNP program. The AFASD/CNP service contracts will be extended to March 31, 2014.</p> | <p>Some programs work with schools to provide supports for school-aged children and youth, including those with special education needs.</p> |

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| interventions, in order to improve outcome for children and youth who are affected by FASD. | | |
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Ministry of Health and Long-term Care

| Project Description | Status Update / Timing | Linkages to Special Education |
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| <p>News release May 5, 2011 - Ontario's babies and children will soon have better protection from serious infectious diseases.</p> <p>Approximately 140,000 infants annually will benefit from the rotavirus vaccine and many other children and adults will benefit from the expanded vaccine programs.</p> | <p>Starting August 2011, the province will offer two new vaccines as part of its immunization program, and expand the availability of two others. These include:</p> <ul style="list-style-type: none"> • A new oral rotavirus vaccine to protect infants against rotavirus, which causes severe diarrhea, vomiting and dehydration • A combined Measles-Mumps-Rubella-Varicella (MMRV) vaccine that will reduce the number of immunizations a child needs. Varicella is currently given as a stand-alone vaccine • A second childhood dose of varicella vaccine to enhance protection against chicken pox • A lifetime dose of pertussis (whooping cough) vaccine to adults age 19-64. | <p>The Ontario Government has committed to promote the health and well-being of children and youth in the province. The Government vision is of an Ontario where every child and every youth in every community has opportunities and support to reach their full potential.</p> |
| <p>News release March 7, 2011 - Ontarians with severe hearing loss will now have quicker access to special medical devices that will improve their hearing and quality of life.</p> | <p>Ontario is providing 184 additional cochlear implants to help reduce the wait time for children and adults who need these devices. This investment nearly doubles capacity in the short-term and, based on the most recent data, will reduce the number of patients waiting for this procedure by over 50 per cent.</p> | <p>The Ontario Government has committed to promote the health and well-being of children and youth in the province. The Government vision is of an Ontario where every child and every youth in every community has opportunities and support to reach their full potential.</p> |
| <p>School Health Support Services</p> | <p>The survey released with the report on SHSS</p> | <p>School Health Support Services are provided to</p> |

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| <p>Review –</p> | <p>closed on March 27, 2011 after receiving almost 800 responses.</p> <p>MOHLTC continues to work with the Ministry of Children and Youth Services and the Ministry of Education on SHSS and other issues related to children’s services.</p> | <p>children and youth in publicly-funded and private schools, and to children and youth that are being home-schooled to assist them in pursuing their education.</p> <p>The student must require SHSS in order to be able to attend school, participate in school routines, and receive instruction, including receiving satisfactory instruction at home.</p> <p>SHSS include nursing, physiotherapy, occupational therapy, speech-language pathology, dietetics and personal support services including personal hygiene activities and routine personal activities of living, provided to children and youth in private schools and to children and youth who are being home-schooled.</p> |
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Ministry of Training, Colleges, and Universities

| Project Description | Status Update / Timing | Linkages to Special Education |
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| <ul style="list-style-type: none"> • Accessibility Fund for Students with Disabilities | <ul style="list-style-type: none"> • In 2010-2011, \$23.6 million in funding was provided to assist students with disabilities succeed in postsecondary studies. • This included \$2.4 million in Access to Opportunities funding. • In 2009-2010, over 40,000 students were registered with Disabilities Offices at publicly funded postsecondary institutions | <ul style="list-style-type: none"> • The AFSD assists colleges and universities with costs related to the operation of offices for students with disabilities that provide a wide range of services to students with disabilities, including: arranging note-taking support for students with visual impairments, and interpreter services for students who are deaf, deafened and hard of hearing; arranging for learning assessments to determine the nature of a student's learning disability; providing access to computers and appropriate technological learning aids. |
| <ul style="list-style-type: none"> • 2010-2011 Summer Transitions Program | <ul style="list-style-type: none"> • In 2010-11, over \$1 million was provided for this initiative. • Funding allocations for the 2011-12 will be announced shortly. | <ul style="list-style-type: none"> • Summer transition projects are intended to assist students with learning disabilities to make a successful transition from secondary school to college or university. |
| <ul style="list-style-type: none"> • Summit 2010: Mental Health and Addictions in Postsecondary Education | <ul style="list-style-type: none"> • MTCU worked with universities and colleges to host a one-day summit on mental health and addictions issues on October 29, 2010. | <ul style="list-style-type: none"> • The Summit focused on key themes the sector identified as being critical to addressing mental health and addictions challenges in the PSE system. Delegates at the summit heard expert speakers on each of the subject areas and discussed key issues, shared best practices, and identified possible solutions. |

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| <ul style="list-style-type: none"> • Print Alternate Learning Materials | <ul style="list-style-type: none"> • In 2010-212, \$1.2 million of funding was channelled through the Ministry of Education to the Resource Services Library. | <ul style="list-style-type: none"> • This initiative helps provide print alternate materials (e.g. Braille, tape, large print and CD-Rom) to students who are blind, low-vision, learning disabled or unable to use print materials. |
| <ul style="list-style-type: none"> • Regional Assessment Centres | <ul style="list-style-type: none"> • In 2010-11, \$250,000 was allocated to the Northern Ontario Resource and Assessment Centre (\$125,000) and Queen's University Regional Assessment and Resource Centre (\$125,000). | <ul style="list-style-type: none"> • The Centres used the funds to assist students with disabilities in Grade 8 and 9 with their transition to high school and to encourage and support them to pursue postsecondary education. |
| <ul style="list-style-type: none"> • Learning to 18 | <ul style="list-style-type: none"> • In 2010-11, TCU continued to work with the Ministry of Education on two key student success initiatives—Dual Credit programs and the Special High Skills Major (SHSM). | <ul style="list-style-type: none"> • Funding for SCWI in 2010-11 is over \$36M. • In 2010-11 the projection is for 1000 SHSM programs in 530 schools with approximately 28000 registered in the programs. |
| <ul style="list-style-type: none"> • Apprenticeship | <ul style="list-style-type: none"> • In 2010-11, \$1.3 million were funded for the Support for Apprentices with Disabilities (SAWD) initiative. | <ul style="list-style-type: none"> • SAWD assisted colleges with costs related to providing accommodation, disability assessments and equipment modification for people with disabilities who participate in apprenticeship programs, pre-apprenticeship programs and Ontario Youth Apprenticeship Programs. |